



# Education Newsletter

Special issue on "Summer Academies on Human Rights and Democracy in Action"



## Editorial

### Human Rights and Democracy in Action

Most people have heard about various European conventions, or 'treaties' as they are officially called, but many of them are not really sure of what they are or what they represent. For the Council of Europe, our conventions are a cornerstone of our work, the foundations on which we endeavour to build Europe. And if anyone were asked to quote one of them, they would surely answer the Convention for the Protection of Human Rights and Fundamental Freedoms, more commonly known as the European Convention on Human Rights<sup>1</sup>.

But what are the practical implications of these international agreements? The European Court of Human Rights was established to address human rights abuses and draw governments' attention to infringements of the convention's principles. But respect for human rights cannot be based on sanctions alone. The Council of Europe can contribute both to preventing human rights abuses from happening in the first place, and - to put it more positively - to promoting a culture of human rights and democracy in schools and communities.

It was for this purpose that in 2010 the Council of Europe's member states adopted the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education.

How can the provisions of this important political framework be put into action? This is where initiatives such as the regional summer academies come into play. Starting in Poland in 2010 and then two years later in Montenegro, the Council of Europe, together with the European Wergeland Centre (EWC), the Polish and Montenegrin authorities and, more recently, the governments of Norway and Andorra are helping to make the Charter a living instrument.

The academies are attended by teams from various countries in the region and the programmes are carefully designed to ensure that participants share and benefit from one another's examples of good practice. Each team comprises a teacher, his or her school director and someone from the community, either from a parents' association or a non-governmental organisation. This ensures a crucial connection between the key actors, enabling them to make positive and meaningful changes in their schools. Sometimes these changes can seem small, but by being attainable and supported by a wider community, the effect can spread to other establishments.

A key element of the academies is, therefore, the development of an action plan with concrete activities and projects to foster democratic citizenship and human rights education in schools and communities, to be implemented upon return. On-line follow-up phases are offered to support the teams in their work and to facilitate discussion and experience sharing.

As one participant in the Summer Academy in Montenegro commented:

*I came here with an image in my head, and I leave here with a plan.*

*I am delighted that the Council of Europe is a partner in these summer academies and hope that they will inspire many more initiatives to support democracy and human rights in schools throughout Europe.*

Snežana Samardžić-Marković  
Director General of Democracy (DG II)



## Contents

pages

Editorial and partners' contributions ..... 1

Hosts and organisers of the Summer Academies:  
Polish Ministry of Education and Polish Centre for Education Development ..... 2  
Montenegrin Government ..... 3

European Wergeland Centre (EWC) ..... 3

The Summer Academy "Democracy at School" in Poland 2010-2012 ..... 4

Putting the CoE Charter into practice ..... 5

Poster: Democracy and Human Rights start with us ..... 6 and 7

Human Rights in Action: The South East Europe Summer Academy ..... 8

Coming up: School projects promoting democracy and human rights ..... 9

The online Academy ..... 10

Future events ..... 11

How to contact us ..... 12

# Hosts and Organisers of the Summer Academies on Human Rights and Democracy in Action

## Polish Ministry of Education and Polish Centre for Education Development

The proposal to organise the Summer Academy "Democracy at School" in Poland was presented by the Polish Ministry of Education at the Inauguration ceremony of the European Wergeland Centre, in Oslo in 2009.

Active engagement in promoting the value of human rights, democracy and the rule of law in Europe is Poland's priority based on the legacy of the Solidarity movement in 1980. It obliges us to develop and foster co-operation founded on the principles of partnership and equality of rights, especially with the Eastern Partnership countries. In this long-term perspective, the Summer Academy is a Polish contribution to the process of building an open and democratic Europe.

Since 2010, three editions of the Summer Academy have taken place in Poland as a joint project developed by the Ministry of Education, the Polish

Centre for Education Development, the Council of Europe and EWC.

The Academy offers training by an international team of experts aimed at developing education for democratic citizenship (EDC) and human rights education (HRE) at school and in the local community through action plans elaborated by the participants in co-operation with all school stakeholders. It lays the groundwork for practical implementation of Council of Europe policy documents and educational materials in schools.

It is a whole-year project that targets education leaders (teams include a director and a teacher from the same school and a representative from an NGO or a parents' association) from countries of the Eastern Partnership Programme (Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine), as well as Russia and Poland.

*A precondition for experiencing democracy is citizens who display the ability to make wise and rational choices, critical thinking, understanding and appreciation of the importance of law and tolerance for political opponents. Citizens who can make a critical analysis of information broadcast by the media and who take an active part in social, political and economic life. Education for democracy is an essence of citizenship education and human rights education.*

**Mirosław Sielatycki, Undersecretary of State of the Ministry of National Education in Poland during the panel discussion of the Summer Academy 2012**

Stefania Wilkiel  
Counsellor to the Minister, Ministry of National Education. Poland,  
International Cooperation Department



## Montenegrin Government

The first South East Europe (SEE) Summer Academy “Human Rights in Action”, held in Montenegro in June 2012, was the crowning achievement of the SEE Network of co-ordinators for citizenship and human rights education of the Council of Europe. It represented one step further in creating opportunities to share experiences and learn from the best practices in the area of human rights. It also aimed at strengthening co-operation between the participating countries and enhancing mutual understanding in the region.

The Academy was organised, as a joint activity, by the Government of Montenegro (Ministry of Education and Sports and the Bureau of Educational Services), the Council of Europe (CoE) and the European Wergeland Centre. Besides the representatives from Montenegro, the parti-

cipating teams were from Albania, Bosnia and Herzegovina, Bulgaria, Greece, Croatia, Kosovo<sup>2</sup>, ‘The Former Yugoslav Republic of Macedonia’, Romania, Slovenia, Serbia and Turkey. The Academy also hosted an observer from the Ministry of Education of Tunisia, which was an added value to the event

For Montenegro, hosting the Academy is an important event, particularly at a time when the country has been fully devoted to the process of European integration. Through co-operation with the Council of Europe and other international organisations and institutions, the Government of Montenegro confirms its pro-European orientation and a commitment to promoting democratic values.

In her address to the participants, Ms Vesna Vucurovic, Deputy Minister of

Education and Sports of Montenegro, pointed out that Montenegro endeavours “not only to be recognised by the Council of Europe, European Union, the United Nations and other partners in the process of implementing basic human rights protection, but also to be a full partner and participant in constant dialogue and the realisation of human rights and democracy, as the «universal» language of peaceful coexistence, co-operation and support”.



Bojka Djukanovic  
Council of Europe coordinator for  
education for democratic citizenship  
and human rights Montenegro

2. All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

## European Wergeland Centre (EWC)

How can Council of Europe policy documents be made into living instruments for education professionals? To address this challenge the Council of Europe and Norway established the European Wergeland Centre in 2008. The EWC’s mission is to support member states and education professionals in the implementation of Council of Europe policies in the field of education for intercultural understanding, human rights and democratic citizenship.

Three years ago, the EWC was invited by the Polish Ministry of Education to organise the first Summer Academy in partnership with Poland and the Council of Europe. It has developed into a very fruitful partnership which highlights the added value of institutional co-operation for all those involved in this effort.

The Academies start with participants sharing their experiences. They all have a wealth of knowledge and expertise on their local circumstances. All sustainable change starts with our own attitudes and actions. By providing tools and methods for both



Opening Ceremony of the 2012 Summer Academy “Democracy at School” 2012, Warsaw, Poland. From l. to r. Yulia Pererva, Council of Europe, Mirosław Sielatycki, Undersecretary of State of the Polish Ministry of Education, Ana Perona-Fjeldstad, Executive Director, EWC, Marlena Falkowska, Deputy Director, Polish Centre for Education Development.

personal and professional development, the Academies aim to support teachers, school heads, parents and community actors in their efforts to transform classrooms, schools and communities into inclusive, democratic environments where children can grow to reach their full potential as human beings.

The impact of the Summer Academies can be measured as concrete actions in schools and communities, but also in the interest it generates. The EWC and our partners

have had the honour of welcoming observers from Montenegro, Turkey, Tunisia and Ukraine at the Academies with a view to possible co-operation in the future. This has already resulted in the first SEE Summer Academy taking place in Montenegro in June 2012.

To ensure that the impact of the Summer Academies, both as concrete actions in schools and as an example of institutional co-operation on how to move from policy to practice, will be beneficial for all member states, the EWC will continue to promote the approach and the training, disseminate good practices and outcomes, and facilitate a growing community of practice of alumni participants and other educational professionals in Europe and beyond.



Ana Perona Fjeldstad,  
Executive Director, European Wergeland Centre



# The Summer Academy “Democracy at School” in Poland 2010-2012

Training of teachers and parents in communication skills in Armenia;  
 Actions to prevent cyber bullying in Ukraine; local networks of schools in Russia to promote EDC/HRE;  
 Measures to increase the involvement of students, teachers and parents in decision-making processes at school in Georgia



*How to create a climate of trust and mutual understanding? Summer Academy Poland*

These are only a few examples of what participants in the Summer Academy in Poland have achieved in schools and communities in Armenia, Azerbaijan, Finland, Georgia, Moldova, Poland, Russia and Ukraine. The training is designed to support education professionals in their practice by offering tools and guidance for a journey from vague ideas to concrete plans and definite actions to sustainable changes in practice.

The aims of the Summer Academy are:

- to put the principles of the Council of Europe’s Charter for Democratic Citizenship and Human Rights Education and manuals into practice at school and in the local community
- to support the implementation of EDC/HRE principles and practices in schools through action plans oriented towards changes in school life

Summarised in figures, the Academy would read like this: 3 years, 3 Academies, 8-day seminar, 8 months’ follow-up, 26 local community representatives, 29 head teachers, 30 teachers, 29 teams and 87 participants from 8 countries in 1 network. More importantly, the Summer Academy can be summarised in impact:

*Having returned from Warsaw, at first I changed the Civic Education Syllabus completely.*

*I teach this discipline to the 3rd- and 4th-year students (...) of the teacher training program. The literature I brought from Warsaw was of tremendous help.*  
 Teacher trainer, Georgia

The training builds on participants’ experiences and expectations when addressing different spheres of school life, such as teachers’ competences, teaching methods and classroom climate, democratic governance and partnerships with the local community.

The teams use the residential training in combination with an analysis of their school and community situation to design an action plan for what they will do in the upcoming school year. Throughout they are supported online by a trainer, while keeping in touch with other teams to learn about and from their plans, experiences, successes and difficulties.

The final reports from the teams show a wide variety of actions in the classroom, in and between schools, and in the community. As a result, positive changes were achieved in particular with regards to the empowerment and active participation of students, professional development, and democratic school governance. Similarly, participants’ feedback emphasises changes in their attitudes, both personally and in the way they teach.

All participants of the Summer Academies are in a position to be or become multipliers, in the sense that through their work they reach many others, be it in the classroom, in school or in the community. In addition, many schools have benefitted greatly from the expertise of local NGOs, who have assisted in or organised training of staff, workshops for students, disseminated information about school projects or actively taken part in the development of democratic processes at school.

*The Summer Academy was an exceptional training opportunity that provided me with incentive, skills, and knowledge to actively partake in school democratization process in Armenia - a process extremely vital in Armenia’s development path towards European integration.*  
 NGO

More information is available on the EWC website:

<http://www.theewc.org/content/activities/summer.academy>  
[democracy.at.school/](http://democracy.at.school/)

Olena Styslavskal  
 Teacher-consultant,  
 Centre for Education Development,  
 Department for Social  
 and Civic Competences Development



Lars Gudmundson  
 Head of Capacity Building,  
 European Wergeland Centre





## What exactly is the approach behind the Summer Academies?

Teachers play a crucial role in equipping young people with the relevant knowledge, skills, values and attitudes needed to play a democratic part in their communities and in society as a whole. Schools need to be a place where democracy roots and grows. But of course teachers alone cannot make major changes towards creating a democratic school culture.

That is why the Summer Academies are based on a whole-school approach that addresses multiple levels of EDC/HRE work: teachers' competences, classroom, school and the community. This approach encourages the active participation of all members of school life and the community in building an inclusive environment, where principles of human rights and democracy can be learned and practised. By bringing together teams of teachers and their school heads, as well as local community actors to promote democracy and human rights, a wider impact can be reached.

Following the whole-school approach, an analysis of the school and community situation builds the basis for developing an action plan to foster democratic processes at school. The educators act as multipliers by working with colleagues and various stakeholders locally. Online follow-up phases on a customised platform are offered to support them in their work, and to facilitate discussions and continuous sharing of experiences.

## Putting the CoE Charter on EDC/ HRE into practice

### Democratic governance in schools

Focusing on active participation, the Armenian school and their local partner revised the school's decision-making processes, to better include students and parents. Teachers and parents were trained in communication skills, and students in debating skills.

School after Khoren and Sushanik Avedissians, Yerevan

### Role of NGOs and youth organisations

To achieve a closer relationship between the school, parents, community and the local government, one of the Azeri schools and their partner NGO have established a discussion club. Both school-related topics and issues urgent to the local community are discussed. A team of moderators, including students, parents, teachers and local government representatives, are also trained in discussion facilitation, leadership and human and children's rights.

### Skills for promoting social cohesion, valuing diversity and handling conflicts

To combat cyber bullying, which was identified as one of the main challenges, one of the Ukrainian schools organised workshops for teachers on how to prevent violence in school. The school psychologist was also involved, to help analyse the situation together with students and parents, as well as organise training for the same target group.

### Active participation of students in school life, in particular in decision-making processes

To increase the involvement of students in decision making, teachers and parents, students and school staff created an online forum for school-related discussions. The forum also generated a need for basic computer skills for some, and lessons for teachers and parents were organised by the local computer centre in co-operation with students. Today, the forum is actively used by students, teachers and parents.

### Building school partnerships to develop and promote citizenship and human rights education

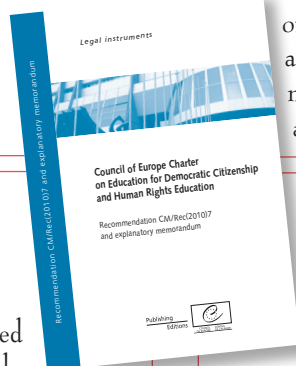
One of the Russian schools established a local network of seven schools from the municipality to work towards developing democratic schools. Their work included training in democratic governance for school heads, as well as workshops on CoE manuals for teachers from the schools.

School of Managers Lyceum, Municipal Budgetary General Education Institution, Novomoskovsk

### Training for education professionals and learners in the principles and practices of citizenship and human rights education

In Moldova, the school focused on their work on training all school teachers in citizenship and human rights education, organising both training in communication skills and teaching methods. Feedback emphasised changes in teachers' attitudes, from initial scepticism to great interest and motivation to apply the new knowledge in practice.

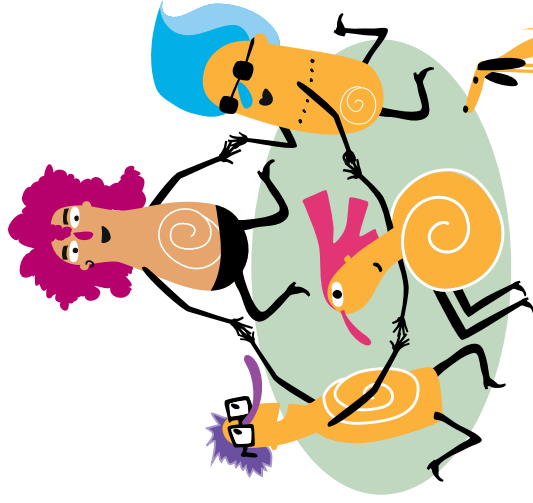
Grigore Grigoriu Theoretical Lyceum, Chisinau



# Democracy and Human Rights

START WITH US

In our actions...



Our rights are respected and we respect the rights of others

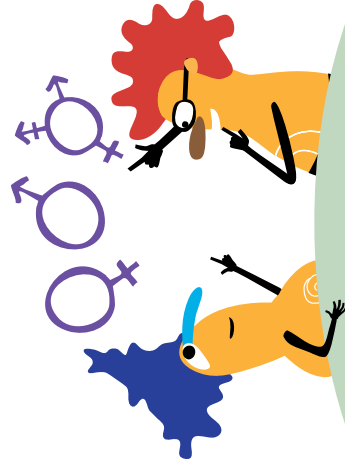


There is agreement about the rules for working together

We participate in community issues



We solve our conflicts without violence and everybody feels safe




We learn things that are important to us

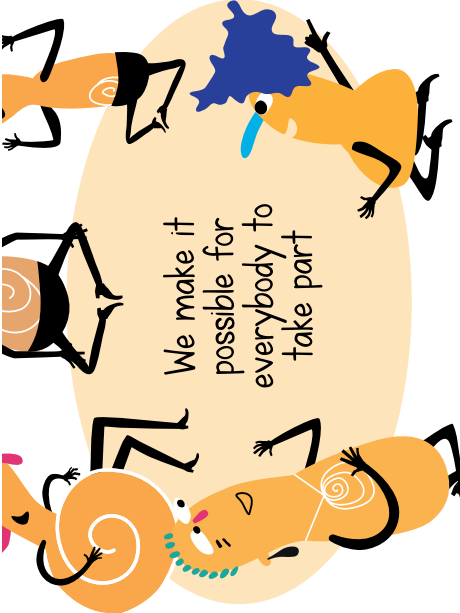
DEMOCRACY  
DEMOCRACY  
DEMOCRACY

We learn about human rights and democracy





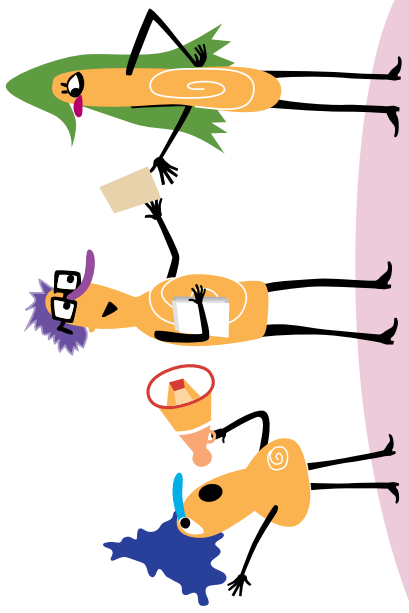
We learn to take action if human rights are not respected



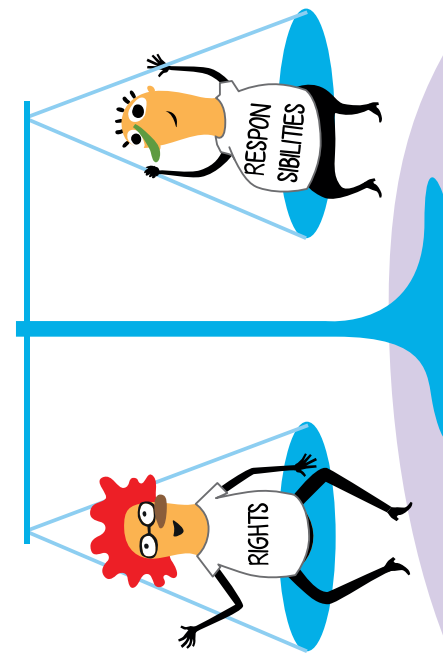
We make it possible for everybody to take part



We co-operate with family, schools, youth organisations and media



We like sharing with others what we do about human rights and democratic citizenship



We have both rights and responsibilities



We have a say in what we do and how we do it

▶▶ GET INVOLVED! ◀◀

Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education



▶▶ [www.coe.int/edchre](http://www.coe.int/edchre) ◀◀



## Human Rights in Action – The South East Europe Summer Academy

Drawing inspiration from the Polish Summer Academy, the first Summer Academy for South East Europe “Human Rights in Action” was held from 20 to 28 June in the historic city of Cetinje.

This Academy was organised jointly by the Ministry of Education and Sports of Montenegro, the Bureau for Educational Services Montenegro, the Council of Europe and the European Wergeland Centre. The SEE EDC/HRE Coordinators Network has taken an active part in the organisation of the Academy by nominating the team representatives. Thanks to their involvement the Academy was attended by excellent, knowledgeable and enthusiastic participants.

The Network is expecting the Academy to become an annual event and continue achieving its goals in providing strong support to strengthening the capacity of the school authorities, teachers, NGO representatives and parents’ associations in promoting human rights, democracy and the rule of law in schools and local communities.

Over 30 education professionals and local community representatives from Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Greece, Montenegro, Romania, Serbia, Slovenia, Turkey and



*Training for teachers, school heads, NGO and parents representatives, SEE Summer Academy 2012*

Kosovo<sup>1</sup> attended the 2012 SEE Summer Academy.

What is EDC/HRE and how is it taught in and across the curriculum? How can a climate of openness and mutual respect be created? Who in the community can your school link to? How to manage changes in school? These and other questions were discussed in plenary and workshops during the regional training event, which was conducted by an international team of trainers.

To ensure sustainable impact, each team was given support in developing concrete actions to undertake once they returned home. Training on EDC/HRE for colleagues from neighbouring schools, a project to establish a school council in Kosovo, actions to guarantee equal

access of people with mental disabilities in Serbia, are a few of the ideas the teams worked on during training. As multipliers, the educators will co-operate with their colleagues and other stakeholders from the community throughout the autumn to put their plans into practice.

The school-based projects and activities will serve as examples of good practice in the field of citizenship and human rights education in South East Europe and beyond. Perhaps even more importantly, participants’ feedback indicates that the Academy served as a platform for exchange and mutual understanding in the region. For instance, some participants reflected their most valuable experience during the training was “(...) to experience the way we worked together (...). We are coming from different environments, but can have the same ideals.”

This is encouraging and will hopefully be the beginning of a sustainable network of teachers, school heads, parents and NGO representatives who all act for and promote EDC/HRE in their daily work in South East Europe and beyond.

Further details are available online at: <http://www.theewc.org/kategori/activities>

### Share & Connect

Participants, trainers and organisers of the Summer Academies are all part of an online network which facilitates communication, support and sharing of experiences before and after the residential training. For this purpose, in co-operation with the Council of Europe’s Pestalozzi Programme and with the financial support of the Norwegian Ministry of Education, the EWC has developed the customised online platform “Share & Connect”. To share good practices from the Academies and connect participants to a larger network of peers, “Share & Connect” is open to everyone interested in or working in the field of education for democratic citizenship, human rights and intercultural understanding. Join the online network at: [shareandconnect.theewc.org](http://shareandconnect.theewc.org)

1. All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

## Coming up: school projects promoting democracy and human rights



*Group of participants, trainers and organizers of the SEE Summer Academy, Cetinje*

Participants from the SEE Summer Academy already have various activities and projects in the pipeline for the school year 2012-2013. Here are some examples of their actions:

### Democratic School Governance

The establishment of a school council is a project at Yll Morina, a secondary school in Gjakova, Kosovo. Students will play an active role, setting up criteria for potential candidates, announcing the idea in all classes and running the election, with the support of teachers and parents. The school plans to partner with local businesses in order to get financial support.

### Active participation of students in school life

The project "Living in Democracy" planned at the primary school Osnovna Sola Gornja Radgona in Slovenia, aims to promote its school constitution that guarantees children's rights throughout the whole school. Pupils have already taken an active part in developing the constitution, and now will be engaged in increasing ownership among their peers, teachers and parents in daily school life.

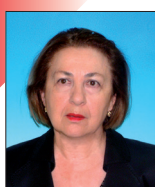
### Ongoing training for education professionals in the principles and practices of EDC/ HRE

The project "EDC/HRE in lessons" at the Lijepa naša elementary school in Tuheli, Croatia, aims at providing all school teachers with the necessary knowledge and skills to incorporate EDC/ HRE in their lessons. Through a variety of workshops, EDC/HRE approaches, methods for the classroom and Council of Europe teaching materials will be introduced. Supervised lessons are planned to put newly gained knowledge and competences into practice.

### Partnership and co-operation

At the Peta beogradska gimnazija, a high school in Belgrade, Serbia, a project tackling the issue of equal access for people with mental disabilities was launched. Partnership with community actors, such as a school for children with special needs, will soon be established in order to use existing knowledge and expertise, and to learn more about how the students themselves can get further involved.

Bojka Djukanovic  
Council of Europe coordinator for education for  
democratic citizenship and human rights  
Montenegro



Caroline Gebara  
Senior Adviser,  
European Wergeland Centre





# The Online Academy



*School project on communication skills conducted by a team from Russia, Online Academy*

The training approach of the Summer Academies is adaptable to different circumstances. One important example is the Online Academy organised by the Council of Europe, the Polish Ministry of Education, the Polish Centre for Educational Development and the European Wergeland Centre.

More than one hundred participants, including teachers, school heads, members of NGOs, parents' representatives and professors from five countries registered for the first Online Academy in

2011-2012. Mr Andrey Ioffe, head trainer from the Summer Academy in Poland, moderated the training through online consultations for a period of 8 months.

The Online Academy aims to familiarise participants with the principles of EDC/HRE, based on the Council of Europe manual *How all teachers can support citizenship and human rights education: a framework for the development of competences and Democratic governance of schools*. Much as with the Summer

Academy training, the participants of the Online Academy developed action plans for local projects aimed towards change in their schools and local communities.

By the end of training, 17 projects directly involving about 80 participants were completed. These are some examples:

- Conference for teachers on what democratic culture means for students and teachers;
- Meetings with an ombudsman for each class;
- Training on communication style for teachers;
- Conference for parents on human rights and the role of parents;
- Discussion clubs for students

The Online Academy takes place on the same online platform as the Summer Academies, and the participants are part of the same larger network of alumni and current participants of the Academies.

The second Online Academy will take place 2012 – 2013.

The project "Steps on the way to civil society" aimed at involving parents in school life in one of the Russian schools. One of the activities was a conference for parents to learn more about human rights and their role. The school also organised several role plays on the topic, including one for students, teachers and parents on the role of the school council.

School 20, Vologda

The project "Club 'Freedom'" was implemented in one of the Russian schools, based on an identified need for a place for students to meet and hold discussions in their free time. The club was opened in March 2012 and holds premises at the school.

School 48, Astrakhan

"Co-operation between teachers, students and parents" was the aim and project title for another Russian school, resulting in discussions around communication processes between students and teachers, workshops for teachers to learn different styles of communication, as well as meetings with parents.

School 7, Vladikavkaz

Kjersti Klette  
Adviser  
European Wergeland Centre



Andrei Ioffe  
Professor, Russian Academy of Education,  
Vice-president Association "For civic education"





## Council of Europe education tools

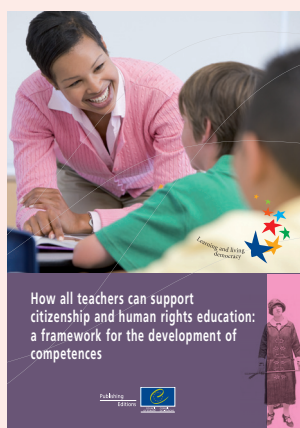
The Academies offer training based on several of the Council of Europe tools that draw on the expertise and good practice currently available in the 47 member states.

The tools provide ideas, advice and guidelines to put EDC and HRE into practice in a participatory, fun and innovative way. The key manuals are:



### Democratic Governance of Schools, 2007

available in: English, French, Albanian, Armenian, Bosnian, Croatian, German, Hungarian, Polish, Portuguese, Russian, Serbian, Swedish, Turkish, Ukrainian.



### How all Teachers can Support Citizenship and Human Rights Education: A Framework for the Development of Competences, 2009

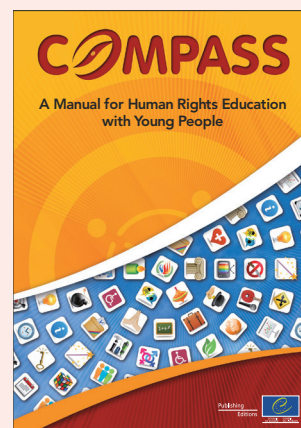
available in: English, French, Albanian, Georgian, Romanian, Russian, Serbian.



### School-Community-University Partnerships for a Sustainable Democracy, 2010

available in English, French, Russian.

Publication website: [http://www.coe.int/t/dg4/education/edc/Resources/Publications\\_EN.asp](http://www.coe.int/t/dg4/education/edc/Resources/Publications_EN.asp)



### Compass – A Manual for Human Rights Education with Young People, 2012

available in English. The previous edition is available in over 30 languages including Albanian, Armenian, Bosnian, Croatian, Polish, Russian, Slovenian. More information online at: <http://eycb.coe.int/compass/>

All manuals are also available in the European wergeland Centre library: <http://www.theewc.org/library/>

## Recently published:

### Democracy and Human Rights START WITH US: Charter for All

The Council of Europe, created in 1949, brings together 47 countries which share the values of human rights, democracy and the rule of law. The Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education was developed in order to promote these values in and through education.

This version of the Charter ("Charter for All") is intended for everybody, especially young people who would like to learn what this international legal document is about and how it can be used to promote democracy and human rights in the classroom, in youth organisations and in society at large.

## Forthcoming events

On 29 and 30 November 2012, in Strasbourg, a Conference on "Human Rights and Democracy in Action - Looking Ahead: The impact of the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education" will bring together about 200 participants, including representatives of governments, civil society organisations, international institutions and education professionals.

They will discuss how democracy and human rights can be promoted through education with the help of the Council of Europe Charter on education for democratic citizenship and human rights education. The Conference will be organised by the Council of Europe in co-operation with the European Commission and the European Wergeland Centre.

### Summer Academies on Human Rights and Democracy in Action in 2013

#### June

Cetinje, Montenegro  
The South East Europe Summer Academy  
Contact: Sarah Keating

#### July

Sulejówek/ Warsaw, Poland  
The Summer Academy "Democracy at School"  
Contact: Yulia Pererva

### How to contact us

#### The European Wergeland Centre

Being a European Resource Centre on education for democratic citizenship, human rights and intercultural understanding, EWC offers a wide range of services and free online resources. A comprehensive library with teaching tools and research literature in multiple languages, an interactive platform for collaboration and information sharing, ongoing news updates, and an extensive calendar presenting upcoming events are some of the services you are welcome to explore at the EWC website: [theewc.org](http://theewc.org).

To receive regular updates on the Centre's work subscribe to the EWC monthly newsletter available via the website.

The European Wergeland Centre  
C J Hambros plass 5  
0164 Oslo, Norway  
Tel: +47 21 08 24 10  
[post@theewc.org](mailto:post@theewc.org)



Follow EWC on Facebook: [facebook.com/theewc.org](https://facebook.com/theewc.org) and Twitter: [twitter.com/theewcorg](https://twitter.com/theewcorg)

#### The Council of Europe

Special issue of the Education Newsletter under the direction of Yulia Pererva, Programme Co-ordinator on Citizenship and Human Rights Education. Email: [yulia.pererva@coe.int](mailto:yulia.pererva@coe.int)

Editor: Christopher Reynolds  
Fax: +33 (0)3 88 41 27 06 – E-mail: [Bulletin.Education@coe.int](mailto:Bulletin.Education@coe.int)

DG II, Directorate of Democratic Citizenship and Participation, Education Department  
Council of Europe, F – 67075 Strasbourg Cedex, France  
<http://www.coe.int>



Yulia Pererva



Christopher Reynolds



[www.coe.int](http://www.coe.int)

"One of the fundamental goals of all education for democratic citizenship and human rights education is not just equipping learners with knowledge, understanding and skills, but also empowering them with the readiness to take action in society in the defence and promotion of human rights, democracy and the rule of law."

**Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education**

*Opinions expressed in this newsletter do not necessarily reflect the official policy of the Council of Europe or of its Secretariat*